

# 12 Festivals and films

## It's a festival that everyone loves

### Lesson profile

<b>Vocabulary</b>	Instruments; types of music
<b>Reading</b>	<i>Three great music festivals to go to this summer</i> (Key Reading and Writing Part 4)
<b>Grammar</b>	Relative pronouns <i>who, which, that</i>
<b>Pronunciation</b>	Sounds and spelling
<b>Speaking</b>	Plan your own festival

### Preparation

Ask the students to bring in a piece of their favourite music on their mobile device, for Exercise 2.

### Warmer

To revise words from Unit 11, write anagrams of (some of) these places on the board:  
*library, stadium, cathedral, mosque, museum, theatre, palace, temple, statue, sports centre*

Tell the students that they are places around town with the letters mixed up. Do the first one together: *rbyrail* → *library*. Then the students work individually, books closed, to see who can finish first. Let **weaker students** look back at Unit 11. You can give the first letter of each word if they need it.

## VOCABULARY

Ask one of the students to play a short music clip, or play something yourself. Elicit from the class the genre, e.g. pop, and any instruments, e.g. guitar and drums: *What kind of music is this? What instruments can you hear?*

- 1 Demonstrate the categorisation activity with the words just elicited: *Is 'pop' an instrument or a type of music? What about 'guitar'?* For **stronger classes**, this activity can also be done books closed, as a dictation.

### Answers

*Instruments:* drum, guitar, keyboards, trumpet, violin  
*Types of music:* blues, classical, folk, jazz, pop, rap, rock, soul  
In the follow-up, give the students a target number of words to add to each category: two for weaker students; three for stronger.  
Suggestions: instruments *flute, piano*; music *dance, samba, hip-hop*.

### About you

If the students have brought in some music, put them in small groups to take it in turns to play it. The students who listen should identify the type of music, instruments and the group/song, and say if they like the piece.

- 2 Books open, put the students in pairs to discuss the questions.

As a variation, turn it into a milling activity where the students have, say, 10 minutes to go round the class and ask as many other students as possible.

## READING

### ● Prepare for Key for Schools

#### Reading and Writing Part 4

##### Task description

In Reading and Writing Part 4, students are tested on their ability to understand the main ideas and some details of longer texts. Students read one long text and answer seven three-option multiple-choice questions or seven Right / Wrong / Doesn't say questions, or they read three short texts and answer seven three-option multiple-choice questions.

##### Exam tips

Before they answer the questions, students should read all three texts and the questions to get an idea of the topic and general meaning. Then tell them to look at each question in turn. The answer could be in any of the three texts. There may be something about the question in all the texts but only one text will have the correct answer.

→ See Exam Profile 5, Student's Book page 128.

- 3 Get students to look at the photos and title and ask what the photos show. Give them three minutes for the first reading and let them discuss the third question in pairs.
- 4 In the example question, ask the students to find where the key information is in the Sounds text. (*15th century castle*) They then work individually. During feedback, ask them to identify the part of the text where the answer is found.

### Fast finishers

The students make up an extra *Which festival ...* question in the same multiple-choice format for other fast finishers to answer, for example *Which festival has a lot of visitors who are not there for the first time?* (Moon Fest)

### Answers

- 1 A (*there are musical instruments that you can play*)
- 2 B (*best places to listen to new music*)
- 3 A (*an outdoor cinema*)
- 4 B (*you can sail or windsurf*)
- 5 C (*where you can camp*)
- 6 A (*all kinds of music from dance to ... jazz*)
- 7 C (*famous pop groups who don't usually play at summer festivals*)

## GRAMMAR Relative pronouns *who, which, that*

- 5** Explain that the words in red are relative pronouns and that we use them when we want to give more information about people and things. They also combine information into one sentence. Show this with the first example:

*There's even a 15th century castle. The castle is often in films and TV shows.*

→ *There's even a 15th century castle that's often in films and TV shows.*

To help **weaker students** with the sentence completion task, go through each example with them so that they identify whether the noun is about people or things.

Point out that *that* is always possible and make sure that in the task where students are asked to replace *that*, they do not think *who* or *which* are better.

### Answers

We use *who* and *that* when we talk about people.

We use *that* and *which* when we talk about things.

- 0** a building *that's* → a building *which* is
- 2** music *that* → music *which*
- 3, 5** a place *that* → a place *which*
- 6** people *that* → people *who*
- 7** bands *that* → bands *who/that* (we can think of bands as either 'things' or 'people')

### Alternative presentation

Ask the students to write down short answers to six prompts:  
Name ...

- a friend who is a good dancer.
- a film which has some nice music.
- a person that loves parties.
- an actor/actress who sings well.
- a game or sport which needs music.
- a word in [L1] that sounds beautiful.

The students share their answers in groups.

After that, write up the six prompts on the board and get the students to analyse them as in Exercise 5.

→ **Grammar reference Student's Book page 158**

### Extension activity

In small groups, the students write their own prompts on different topics (food, travel, etc.) and read them to other groups as a basis for the same discussion task.

For example:

Name ...

- something which you eat everyday.
- someone in your family who loves fast food.

- 6** Show a YouTube clip from the Underage festival or just tell the class they are going to read about the Underage Festival and ask them what they think it is. The answer is in the example sentence. The students match the sentence halves and join them with the relative pronoun.

### Fast finishers

Give the sentence starters below to fast finishers to complete:

*The festival is a great idea for people who ...*

*The festival should be in a place which ...*

### Answers

- 1** Tickets are cheap, so teenagers *who/that* haven't got much money can go.
- 2** There are shops *which/that* sell clothes and food.
- 3** Sam Kilcoyne is the man *who/that* started the festival.
- 4** There are some famous bands *who/which/that* always play at the festival.
- 5** It's a festival *which/that* parents feel is safe for their children.


### Corpus challenge

Dictate the sentence starter *My favourite colour is blue so ...* and get the students to finish it using their own ideas. They can then compare their sentences with the corpus example. In the error correction exercise, elicit the reason for the mistake – *mobile phone* is not a person, so you cannot use *who*.

### Answer

B is not correct.

## PRONUNCIATION Sounds and spelling

- 7**  **1.48** Books closed, write, don't say, the English town Loughborough on the board. Then ask *How many letters are in the word?* (12) *How do you pronounce it?* See if any students get close to /'lʌfbrə/. Ask *How many sounds are in the word?* (6)

Books open, explain the task and play the recording, pausing it after each word to give the students time to think and write.

Language note: spelling is not always a good guide to pronunciation in English. There are 26 letters in English but around 44 phonemes (sounds). So often some letters in a word are not pronounced, see Unit 3 Pronunciation.

A good learning strategy for the students is to write down a transcription for every new word.

### Answers

word	letters	sounds
cheap	5	3
children	8	7
clothes	7	5
festivals	9	9
great	5	4
phone	5	3
place	5	4
which	5	3
who	3	2

### Extension activity

The students write down three words where the number of letters and sounds is the same, and three words where they are different.

For example: (same) *dogs, forest, sadly*; (different) *the, hour, all*

## SPEAKING

- 8 Books closed, get the students to brainstorm the things you need to consider in starting a festival: *You are now going to start your own festival! What do you need to think about? For example, where will it be? What other things?* Other considerations not on the list include the right time of year, the price of tickets, marketing.

Books open, the students can compare their ideas with the list.

Organise groups of mixed abilities, giving each student a more/less demanding role. **Stronger students** could be the Festival Director, organising the discussion and doing the final presentation, or the Entertainment Officer, thinking of creative extra activities; **weaker students** could have more limited roles like Programme Organiser, making a daily schedule, and Group Secretary, recording decisions. Give a time limit, say 15 minutes, to discuss and prepare the presentation.

PowerPoint would be an ideal way of doing the presentation, each student in a group being responsible for preparing one slide. A non-technology option is a poster. To make sure that groups listen to one another during the presentations, give them a simple task:

Listen and give each group a mark from 1–5 for each category (1= not very good, 5 = excellent):

	Group 1	Group 2	Group ...
Ideas			
Presentation			
English			

### Cooler

Dictate these quiz items (make a buzzing noise for the gap). The students write the items down, adding a relative pronoun, and then answer them. For weaker groups, write the quiz on the board.

- 1 A type of music ..... is slow and sad.
- 2 An instrument ..... is round.
- 3 A group of people ..... play pop music.
- 4 A type of disco ..... is very quiet.
- 5 The vowel ..... you hear in 'blue'.
- 6 A person ..... can go to the Underage Festival.

### Answers

- 1 which/that (the blues) 2 which/that (drum)  
3 who/which/that (band) 4 which/that (silent)  
5 which/that (/u:/) 6 who/that (teenager)

## This film looks exciting!

### Lesson profile

<b>Speaking</b>	Films and cinema
<b>Reading</b>	<i>Showing today at Star Cinema</i>
<b>Grammar</b>	Conjunctions <i>if, that, when, where, while</i>
<b>Listening</b>	Key Listening Part 4
<b>Writing</b>	An invitation to the cinema

### Warmer

Write these instructions on the board or dictate them:

Find somebody who...

- has a birthday soon
- has an interesting pet
- went to bed late
- can't spell
- needs a new phone
- saw a film yesterday

The students have ten minutes to find as many answers as possible by asking each other. To introduce the topic of the lesson, ask those students who did see a film to tell the whole class about it.

### About you

- 1 Show some film clips, or bring in some DVD cases, and ask the class if these look like interesting films and why. Put them into pairs for the discussion.

## READING

- 2 Ask *Where do you find out what films are on at the cinema?* and elicit *the cinema's webpage*. Ask the students to read the webpage quickly and ask some questions, for example *How many films are on?* (five) *Which film sounds exciting?* (The Drake Adventures)

Do the first question in the exercise together and then they work individually. Check the answers and then they compare which films they want to see.

### Answers

- 1 B *Game, Set, Match*  
2 A *The Drake Adventures*  
3 B, D *Game, Set, Match* and *Body Swap*  
4 A *The Drake Adventures*  
5 B *Game, Set, Match*  
6 E *New Boy*  
7 D *Body Swap*  
8 C, E *A Forest of Dreams* and *New Boy*

### Extension activity

Give the students two imaginary 'lines' from the films and ask them to guess which film they came from: *One day you will be a champion!* (*Game, Set, Match*) *That scarf is a terrible colour.* (*New Boy*)

In groups, the students should make up eight lines from the films for other groups to guess where they are from. **Strong students** could make mini-dialogues.

## GRAMMAR Conjunctions

Books closed, write on the board *Is it more interesting to watch a film or read a book?* and discuss briefly.

Point out *or* in the question and explain that it is a conjunction – a word which joins sentences or parts of a sentence. Compare the question on the board with *Is it better to watch a film? Is it better to read a book?*

Elicit other conjunctions the students know: *but* and *and*, and ask for example sentences. Books open, the students then find and underline the five conjunctions in the webpage.

As you go through them, give or elicit the meaning of the conjunctions: *that* goes after a verb or adjective and gives more information; *while* describes another thing happening at the same time; *where* describes a place; *when* describes a moment in time; *if* describes a condition or a possibility.

Language note: *when* and *while* came up in Unit 4, so the students should be familiar with them. *If* for the first conditional comes up in Unit 17, so this is a preview.

- 3** Books closed, ask the students to complete the sentence *My friends and I go to the cinema if ...* in a logical and grammatical way.

Books open, check the ending in the first question.

Pre-teach *popcorn* before the students work individually.

### Answers

1 b 2 c 3 e 4 a 5 d

- 4** Give some examples of your own first. When the students compare their sentences, encourage them to use follow-up questions. Demonstrate with a student:

**Student:** I often listen to music while I'm on the bus.

**Teacher:** Do you come to school by bus?

### Extension activity

Do the exercise the other way round. Give the end of sentences and the students have to think of a grammatical and logical beginning.

(Never speak on your phone) ... while you are cycling.

(It was really dark) ... when I got home last night.

(It's a big problem) ... if you lose all your money.

## LISTENING

### Prepare for Key for Schools

#### Listening Part 4

##### Task description

In Listening Part 4, students listen to a conversation and write down one or two words or numbers to complete a set of notes.

### Exam tips

Tell students that they have time to read the notes before they listen. They should think carefully about what the missing word might be, for example is it a time, a place, an amount of money? Students should write numbers as numbers, not words, so they don't make a mistake with spelling. They should write something, even if they are not sure.


→ See Exam Profile 5, Student's Book page 129.

- 5** Ask *What is a great way to celebrate a birthday? Have you got any ideas? Make a list together.* Give some examples, like 'go to a café' and 'visit the circus', to start the students off. In feedback, the whole class can decide which group has the best way to celebrate.

Tell the class that a boy called Gabriel is going to celebrate his birthday at the Star Cinema and he is calling his friend Ana to invite her. Go through the notes and elicit examples of possible answers (in brackets in the key).

### Answers

1 a day (Friday) 2 name of film (Body Swap) 3 time (15.00)  
4 money (five pounds) 5 transport (train)

- 6**  **1.49** Pre-teach *give sb a lift* and *pick sb up*. Check the students understand the context and task: *Who is calling who? Why? How many pieces of information do you need to get?* Play the recording twice for them to answer the questions.

### Answers

1 Saturday 2 *New Boy* 3 6.45  
4 (£)7.10 (not £5.00, that is for a drink and popcorn)  
5 car (they'll go there by car and come back by bus)

### Audioscript

**Gabriel:** Hi, Ana. It's Gabriel here. Are you free this weekend?

**Ana:** Yes, why?

**Gabriel:** I'm going to the Star Cinema with a few friends. Can you come?

**Ana:** Sure. Which day are we going?

**Gabriel:** Well, I've got a family lunch on Sunday, so it will have to be Saturday.

**Ana:** OK. Are we going to see *The Drake Adventures*? That sounds really exciting!

**Gabriel:** It is, but I saw it last month, so I chose *New Boy*. I hope that's OK.

**Ana:** Of course! What time does it start?

**Gabriel:** We're going to the 6.45 showing. It's an hour and a half long, so we'll be out by 8.15.

**Ana:** That's fine. How much are the tickets?

**Gabriel:** We're all 13 now, so it's a bit more expensive – it's £7.10. Bring an extra £5.00 if you can, for a drink or some popcorn.

**Ana:** OK. And how are we getting there?

**Gabriel:** My Dad's giving us a lift in his car, but we'll have to get the bus home afterwards.

**Ana:** No problem!

**Gabriel:** Great! We'll pick you up at about 6.15 then.

**Ana:** OK. Bye, Gabriel.



## Get talking!

See Student's Book page 132.

### Answers

- 1 He asks her to play the guitar in the band for the school show.  
2 1 C 2 E 3 A 4 D

### 1.50 Audioscript

- Tom:** Do you want to be in the school show this year, Hayley?  
**Hayley:** Yes! That sounds exciting, Tom! What's it going to be about?  
**Tom:** It's a musical called *Bugsy Malone*. And guess what? I'm going to be Bugsy!  
**Hayley:** Wow! Congratulations, Tom! So, what do you want me to do?  
**Tom:** We need someone to play guitar in the band. I hope that's OK?  
**Hayley:** Sure. No problem!  
**Tom:** Great. There's a meeting about it in the hall after school today. Are you free?  
**Hayley:** I think so, but I'll need to check.  
**Tom:** Great. You can meet the rest of the band, and hear all the songs.

## WRITING

### Prepare to write

**GET READY** Students read the email and answer the questions.

### Answers

Leo; *Now You See Me*; 6.00

Go through the uses of the different prepositions: a) *at* b) *on* c) *on* d) *at* e) *to*. Then call out some days, times, places, etc. for students to supply the correct preposition. For example ..... *Monday* (*on*), ..... *3 o'clock* (*at*), etc.

**PLAN** Books closed, ask the students *When you are inviting someone to see a film, what do you need to think about?* Brainstorm answers and, books open, compare with the bullet points. The students then plan their invitation individually.

**WRITE** Remind the students to think about prepositions and to try to use some conjunctions.

**IMPROVE** Tell the students to underline all the prepositions and conjunctions in their invitation. They read it through again as a final check. Then they swap letters and check each other's work, paying particular attention to the words underlined. Collect in the letters for you to mark.

## Project

### A cinema poster

The students make an English-language advertising poster for their local cinema.

- Arrange the class into small groups. Tell them the poster should include the name of the cinema, titles and brief descriptions of three or four films (to recycle the topic vocabulary, conjunctions and relative pronouns), time of showings (to recycle prepositions of time), directions to the cinema (to recycle prepositions of place). Give the task of film descriptions to stronger students and times/directions to weaker students.
- In class, the students share ideas and make notes based on the categories above.
- At home, they write their section of the poster.
- Back in class, groups check each other's work and put it together as a final product, a poster.
- Groups visit one another's posters, and ask one or two the questions about the films.

## Cooler

The students play Bingo to revise the new words. Get them to draw a six-square grid in their books. Elicit the new words from this unit and make a list on the board. The students should fill in each square in their grid with a word from the list.

Read out words from the list in random order or give definitions. If the students have that word in their grid, they cross it off. The first student to cross off all six squares is the winner.

After you have demonstrated with the whole class, the students play in small groups.

## Teacher's resources

### Student's Book

Grammar reference and practice page 158  
Vocabulary list page 142

### Workbook

Unit 12 pages 48–51

### Go online for

- Progress test
- Achievement test
- Corpus tasks